

GAFFNEY SENIOR HIGH

149 Twin Lake Rd.

Gaffney, SC 29341

GRADES 9-12 High School

ENROLLMENT 2,084 Students

PRINCIPAL Dr. Quincie L. Moore

864-902-3600

SUPERINTENDENT Dr. William B. James

864-902-3500

BOARD CHAIR Ms. Ola H. Copeland

864-489-9528

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

13

20

6

2

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Good	N/A
2003	Good	Good	No
2004	Average	Below Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	74.0	N/A	N/A	74.4	N/A	N/A
Passed 1 subtest	11.6	N/A	N/A	13.5	N/A	N/A
Passed no subtests	14.5	N/A	N/A	12.4	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	87.0%	94.0%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	19.7	13.8
Seniors who met the SAT/ACT requirement	19.7	14.0
Seniors who met the grade point average	54.5	48.9

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	406	209
Number of Diplomas	290	154
Rate	71.4%	74.7%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	355	87.0	319	19.7	406	71.4	YES
Gender							
Male	175	83.4	145	22.1	201	64.2	N/A
Female	180	90.6	174	17.8	205	78.5	N/A
Racial/Ethnic Group							
White	229	90.8	202	22.8	260	73.8	N/A
African-American	117	80.3	108	13.9	136	66.2	
Asian/Pacific Islander	4	I/S	3	I/S	3	I/S	N/A
Hispanic	5	60.0	6	16.7	7	71.4	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	324	89.2	297	20.9	368	75.3	N/A
Disabilities other than speech	31	64.5	22	4.5	38	34.2	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	355	87.0	319	19.7	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	2	I/S	0	N/A	1	I/S	N/A
Non-Limited English Proficient	353	87.0	319	19.7	404	71.3	N/A
Socio-Economic Status							
Subsidized meals	132	84.1	98	37.8	163	61.3	N/A
Full-pay meals	223	88.8	221	11.8	243	78.2	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	532	97.7	16.3	29.5	31.0	23.2	62.1	YES	YES
Gender									
Male	250	97.6	23.9	31.5	25.2	19.3	52.9	N/A	N/A
Female	282	97.9	9.6	27.7	36.2	26.6	70.1	N/A	N/A
Racial/Ethnic Group									
White	338	97.9	10.5	23.1	35.4	31.1	74.2	YES	YES
African-American	178	97.2	28.0	41.1	23.2	7.7	38.7	YES	YES
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	20.0	40.0	30.0	10.0	60.0	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	485	98.4	11.3	30.6	32.9	25.2	66.2	N/A	N/A
Disabled	47	91.5	73.2	17.1	9.8	N/A	14.6	I/S	YES
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	532	97.7	16.3	29.5	31.0	23.2	62.1	N/A	N/A
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	97.7	16.1	29.2	31.3	23.4	62.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	261	96.6	27.8	35.1	27.3	9.8	44.5	YES	YES
Full-pay meals	271	98.9	5.7	24.2	34.5	35.6	78.4	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	532	96.6	21.9	27.0	27.2	23.9	60.6	YES	YES
Gender									
Male	250	95.6	28.3	24.9	24.0	22.7	54.5	N/A	N/A
Female	282	97.5	16.3	28.9	30.0	24.8	65.9	N/A	N/A
Racial/Ethnic Group									
White	338	96.7	15.0	21.8	31.8	31.5	71.0	YES	YES
African-American	178	96.1	35.5	36.7	18.7	9.0	40.4	YES	YES
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	20.0	50.0	30.0	N/A	50.0	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	485	97.1	17.5	27.1	29.4	26.0	65.2	N/A	N/A
Disabled	47	91.5	70.7	26.8	2.4	N/A	9.8	I/S	YES
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	532	96.6	21.9	27.0	27.2	23.9	60.6	N/A	N/A
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	96.6	21.5	27.1	27.3	24.1	61.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	261	95.0	34.9	33.2	20.7	11.2	43.6	YES	YES
Full-pay meals	271	98.2	9.9	21.4	33.2	35.5	76.3	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 2,084)				
Retention rate	11.9%	N/A	10.2%	9.1%
Attendance rate	94.1%	Up from 93.2%	95.8%	96.0%
Eligible for gifted and talented	16.5%	Down from 17.2%	7.6%	5.8%
With disabilities other than speech	9.3%	Up from 7.6%	12.8%	12.7%
Older than usual for grade	6.0%	Down from 6.7%	9.9%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 2.8%	1.8%	1.6%
Enrolled in AP/IB programs	9.6%	Up from 9.3%	9.2%	10.2%
Successful on AP/IB exams	43.5%		50.1%	53.8%
Annual dropout rate	4.9%	Up from 3.1%	3.4%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	4.9%	3.6%
Enrollment in career/technology center courses	407	Down from 575	443	466
Students participating in worked-based experiences	6.8%	Down from 7.2%	21.6%	25.7%
Career/technology students mastering core competencies	88.6%	Up from 83.8%	78.9%	77.7%
Career/technology completers placed	N/A	N/A	97.6%	99.3%
Teachers (n= 132)				
Teachers with advanced degrees	49.2%	Up from 43.6%	49.5%	52.0%
Continuing contract teachers	77.3%	Down from 82.9%	82.0%	82.1%
Highly qualified teachers**	87.4%	N/A	90.9%	89.5%
Teachers with emergency or provisional certificates	9.8%		8.5%	8.6%
Teachers returning from previous year	87.9%	Up from 87.6%	85.7%	86.2%
Teacher attendance rate	95.6%	Down from 96.3%	95.3%	95.3%
Average teacher salary	\$39,123	Down 0.7%	\$40,575	\$41,060
Prof. development days/teacher	9.5 days	Up from 8.0 days	10.3 days	10.6 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	3.0
Student-teacher ratio in core subjects	24.9 to 1	Down from 30.0 to 1	27.5 to 1	26.4 to 1
Prime instructional time	88.0%	Up from 87.9%	89.6%	90.0%
Dollars spent per pupil*	\$5,043	Up 6.3%	\$6,133	\$6,310
Percent of expenditures for teacher salaries*	60.8%	Up from 60.4%	58.9%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	91.9%	Down from 95.6%	90.0%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	93.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gaffney High School is committed to excellence and has continued to make great strides academically during the 2003-04 school year as a result. The year was extremely successful because of the initiatives that have been put in place to improve instructional delivery and to improve the educational experiences for our students. Gaffney High School focused on making instructional time the top priority to ensure that our students had maximum class instruction and were prepared to meet the academic challenges of the future. Retraining grant funds secured from the State Department of Education for the third year, enabled the faculty, staff, and administration to concentrate specifically on academic achievement and provide the professional development to accomplish this task. As a result, scores on the BSAP reached an all time high, SAT averages improved dramatically, and our graduating class earned more than \$5.9 million in scholarships, surpassing any other senior class at Gaffney High School to date.

As a school endeavor, our faculty worked on integrating the curriculum in all areas at all grade levels while continuing to review assessment pieces. Other workshops provided strategies to address reading problems and the means to differentiate instruction. A new modified block schedule was incorporated in the ninth and tenth grade English and math classes to improve standardized test scores and attendance and decrease failure rates and discipline infractions. Classroom libraries were purchased for English classes and graphing calculators were purchased for math classes to provide students with the necessary tools to be successful. Testing analysis was again completed by teachers, departments, and the administration for all standardized tests to target deficiencies. Tutorial services were offered to improve SAT/ACT and Exit Exam/HSAP scores and a new mobile computer lab was purchased for student use for the same reasons. Gaffney High School administered the PSAT and PLAN to all ninth and tenth graders to better predict career paths and provide more test data for analysis in order to tailor instruction more productively. Moreover, Gaffney High School received a number of accolades and gifts including AAAA state championships in football and boy's basketball, Palmetto Silver Award (second consecutive year) for increased test scores, and an informational sign donated by a local bank through our PTO. Gaffney High school enjoyed success this year in academics, athletics, and other facets that make our school a truly great one. Dr. Quincie L. Moore, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	116	282	60
Percent satisfied with learning environment	89.6%	63.8%	63.3%
Percent satisfied with social and physical environment	89.7%	78.5%	46.6%
Percent satisfied with home-school relations	59.3%	77.6%	53.3%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.